

READER'S GUIDE

This guide is designed to enrich your reading of the articles in this issue. You may choose to read them on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the articles with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers' groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

How to Conduct an ELT Workshop (Pages 2–9)

Pre-Reading

1. Conferences frequently offer sessions and workshops. What is the difference between the two? In your experience, do conference organizers always respect this difference? Explain your answer.
2. Think of a workshop you attended that you thought was valuable or informative. What made it so valuable or informative?

Post-Reading

1. According to the author, what are some differences between a lecture and a workshop?
2. What does this article tell you about how adult learners are different from children? What does this knowledge tell you about how to design an effective workshop for teachers?
3. What are some ways to make a workshop interactive? Make a list.
4. Imagine that your school or workplace has asked you to prepare a workshop for other teachers. Choose a topic that your colleagues will find valuable. What activities will you include in your workshop for participants to do? Make a list.

Community-Based English Clubs: English Practice and Social Change Outside the Classroom (Pages 10–23)

Pre-Reading

1. Have you ever participated in a school or community club? What was the name of the club? What kind of activities did the club have? Did you have a leadership role?
2. How could an English club help you? How could it help other people at your school or community?

Post-Reading

1. What are the advantages of an English club, according to the authors?
2. What are the steps in starting an English club? Make a list.
3. Imagine that you are a member of an English club. You notice that a few, younger members of your club attend meetings regularly and participate actively in the activities, but they do not speak very much. Why do you think this is so? How would you encourage them to speak more frequently?

English Homework: What Makes Sense? (Pages 24–34)

Pre-Reading

1. Consider the word *homework*. What thoughts and feelings come to mind?
2. Do you give your students homework? Why or why not? If you give homework, how is the homework valuable to students? Do your students think it is valuable? Do they enjoy doing it? Why do you think so?
3. What kinds of homework did your teachers give you when you were learning your first foreign language? Was the homework helpful? Interesting? Enjoyable? Did it help you learn? Did it motivate you to learn more? Explain your answers.

Post-Reading

1. On page 25, the author says, “When teachers assign homework, it is of utmost importance that they think about its purposefulness, consider how well it encourages learners to become self-directed, and listen to learners’ wishes.” How do these ideas relate to your views about the homework you assign?
2. Look at Table 2 (page 26). Use the ideas to think of a homework assignment for your students.
3. Look at the questions in Table 6 (page 31). Select two of the questions most important to you in creating valuable homework assignments. How would you answer the questions? How do your answers help you create better homework assignments for your students?